

Exploration of College English Teaching Reform from the Perspective of Intercultural Communication

Yanbai Chen*

College of Foreign Studies of CTGU, Yichang 443002, Hubei Province, China

*Corresponding author: Yanbai Chen, cctvvictor@126.com

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Abstract: As a basic component of college education and teaching system, English teaching quality is a key factor affecting the improvement and development of college students' communicative literacy. With the development of globalization, the universal value of the English language becomes increasingly prominent, and the cultural collision between countries becomes more intense. In this context, it is of great significance to improve students' language application skills by deepening the reform of college English teaching. This can encourage colleges and universities to change the previous teaching concept centered on language knowledge systems and guide students to break traditional thinking patterns in innovative classroom learning and practice, so as to form a good cross-cultural communication awareness, behavior, and ability. Based on this, this paper highlights the necessity of college English teaching reform from the perspective of intercultural communication and the practical problems faced by English teaching reform and discusses the practical path of cultivating college students' intercultural communication competence.

Keywords: Intercultural communication; College English; Teaching reform

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1. Introduction

With the popularization, internationalization, diversification, and lifelong information development of global education concepts, the traditional English teaching with grammar, vocabulary, and language skills as the core is no longer able to adapt to the current new education forms, and the cultivation of students' intercultural communication ability has become an important education goal. Although most colleges and universities have fully realized the importance of intercultural communication training, they still face many difficulties in reform in the new historical development stage. Therefore, it is of great practical significance and value to promote the deepening reform of college English teaching.

2. Necessity of college English teaching reform from the perspective of intercultural communication

2.1. Promoting economic development by fostering international talents

High-quality and high-level cross-cultural communication talents are an important guarantee to ensure the sustainable and sound development of international exchanges. In recent years, technological progress and innovation have increased the demand for high-level English talents in the international market. In addition, from the perspective of social and economic development, training international talents is the key to promoting the transformation and upgrading of China's economic structure ^[1]. At the same time, the deepening of comprehensive reform in the field of higher education in the new era attaches more importance to creating a good atmosphere in which everyone can become a talent, which provides strong support for training high-quality and international technicians and laborers. Therefore, it is of great importance to actively promote the modernization of China's education and strengthen the cultivation of talents in institutions of higher learning. However, judging from the current situation of the supply of English talents in the market, the overall level needs to be improved. Moreover, the lack of English communication literacy has become an important factor restricting the modernization of China's education and the transnational development of talents. Therefore, it is imperative to deepen the reform of college English teaching by taking the cultivation of intercultural communication competence as the entry point and the cultivation of international talents as the guidance ^[2].

2.2. Promoting teaching innovation with the high employment of college students as the orientation

The employability and entrepreneurial ability of college graduates directly reflect the final effect of education and teaching. Although China is gradually improving the popularity of higher education, "elite education" is also gradually moving to "mass education," but the current employment situation of college graduates in our country is not optimistic. In this context, the effective development of the national employment market provides a good opportunity to solve the employment problem of college graduates under the new situation. College English teaching plays an important role in the training of international talents and is an essential guarantee for the training of transnational communication and translation talents. Therefore, in the new historical environment, taking the promotion of college students' full employment and entrepreneurship as the orientation of innovation and breaking through the traditional college education and teaching mode can effectively adapt to and meet the needs of college students' career development and effectively improve their cross-cultural communication level ^[3].

3. Problems in college English teaching reform from the perspective of intercultural communication

3.1. Outdated teacher training

At present, the educational cooperation projects carried out by domestic and foreign universities have great limitations, and the participants are usually limited to experts, scholars, or professors in the field, which makes it difficult for ordinary teachers of other majors to improve their education and teaching level through domestic and foreign scientific research cooperation and training ^[4]. At the same time, the cooperation between domestic and foreign universities lacks depth. In general, in order to reduce cooperation and training costs, the two sides often adopt more traditional forms, such as online communication and business lectures.

Due to the comprehensive influence of various factors, domestic colleges and universities rarely arrange for teachers to independently lead teams to study abroad. As a result, the existing training mode is difficult to effectively improve the cross-cultural communication quality of English teachers, nor effectively stimulate the subjective initiative of college English teachers to participate in international training, and thus difficult to form a collaborative educational force. In addition, the process of co-building scientific research and training bases by domestic and foreign universities involves various unresolved issues, such as the ownership of the training base and the ownership of the results of scientific research exchanges. These problems restrict the improvement of teacher training in China to a large extent and thus make it difficult for college English teachers with limited teaching ability to effectively promote innovation and reform of talent training mode ^[5].

3.2. Low enthusiasm in cultivating cross-cultural communication awareness

Under the new situation, the cross-cultural awareness of college English teachers and their full understanding of cross-cultural communication are the primary factors affecting teaching reform and innovation. However, at present, there are still some teachers who do not fully realize the complexity and diversification of intercultural communication teaching and still follow the traditional teaching mode. At the same time, colleges and universities have yet to establish a complete training mechanism for improving the intercultural awareness of English teachers, and it is difficult to fully provide teachers with diversified resources such as curriculum development, textbook compilation, and teacher training, which largely limits the promotion and development of their intercultural awareness. In addition, college English teachers lack the initiative to improve their cross-cultural communication ability, which is also an important obstacle affecting teaching innovation. As a result, it is difficult for them to cultivate students' intercultural communicative competence in classroom teaching ^[6].

4. Strategies for college English teaching reform from the perspective of intercultural communication

4.1. Reshaping the teaching concept

Under the influence of globalization, the traditional college English teaching model with language knowledge as the core has been gradually abandoned. Under the new situation, the reform of college English teaching focuses more on cultivating students' intercultural communication ability and cultivating international talents. Although traditional English teaching composed of vocabulary, grammar, reading, writing, and other modules can enrich students' language knowledge reserve, it is difficult to guide students to form a good sense of cross-cultural communication in divergent and innovative language learning ^[7]. Therefore, from the perspective of cross-cultural communication, it is urgent for college English teachers to change the traditional teaching concept and reconstruct the traditional teaching mode based on the perspective of cross-cultural communication, so as to effectively explore the integration of language teaching and cultural education and integrate cross-cultural communication into the education and teaching system. Therefore, in the process of teaching innovation, English teachers can consciously incorporate cultural and educational elements into curriculum teaching based on students' actual needs and curriculum characteristics, so as to guide them to correctly recognize and understand the differences between Chinese and Western cultures while learning language skills, forming good cross-cultural sensitivity and communicative competence. Cross-cultural communication takes culture as the core and communication as the carrier. Therefore, in teaching innovation and reform, English teachers should actively establish the concept of intercultural teaching and build a good

intercultural communication scene for students on the basis of breaking out the shackles of the traditional cramming and indoctrinative teaching mode, so as to lead them to realize the application of what they have learned in the real scene of language communication and application. The innovation of English education and teaching concepts contributes to the fundamental improvement of the quality of talent training ^[8].

4.2. Integrating teaching resources

The innovation and reform of college English teaching from the perspective of intercultural communication require teachers to enrich and supplement the traditional teaching content, that is, to guide students to form a good intercultural communication awareness and accomplishment in English language learning by adding intercultural communication sections. On the one hand, college English teachers can introduce a variety of cross-cultural topics and cases into their teaching, which is an important strategy to cultivate college students' intercultural communication competence. In this way, global issues such as environmental protection and cultural diversity can be introduced into classroom teaching, which can lead students to comprehensively understand the similarities and differences between Chinese and Western cultures on the basis of comparison and analysis of cultural characteristics and social phenomena in different countries or regions. This will help students establish a scientific view of cultural equality. At the same time, in terms of resource integration, college English teachers should choose authentic and effective text resources as much as possible to enrich students' language learning scenarios. For example, with the specific course content, English teachers can provide students with different forms of text expression resources such as literary works, historical documents, and art exhibitions. These teaching resources not only help to enrich the traditional classroom teaching content, but also provide students with a variety of speculative materials, which can enable them to deeply understand the values and characteristics of different cultures. In order to avoid disrupting students' original learning plan and increasing their learning pressure, English teachers can set the cross-cultural communication resources as a selective part and encourage them to learn selectively according to their actual needs and interests. On the other hand, the integration of cross-cultural communication resources requires college English teachers to have both theoretical and practical knowledge. Therefore, to help students make good use of these intercultural communication resources in real language communication and expression, English teachers can innovate the way of resource integration and lead them to form deep intercultural communication thinking in the process of language application and expression ^[9].

4.3. Designing exploration activities

Cross-cultural communication is cultural and interactive, which requires college English teachers to rely on a variety of interactive practical activities in practice innovation and reform to cultivate and improve students' cross-cultural communication ability. In this regard, English teachers can design diversified and interesting practice and inquiry activities according to students' actual needs, so as to lead them to form basic language literacy and communicative competence in active participation. For example, in teaching practice, English teachers can creatively hold dialogues and role-play activities among students with cross-cultural communication as its core, i.e., encouraging students to work in small groups to write and perform interesting plays based on course content and knowledge points ^[10,11]. Through this, students can be guided to carry out intercultural communication in real language situations, which can effectively improve their language expression ability.

In the exploratory practice activities, college English teachers should give students appropriate guidance

and actively help them correct their mistakes in performance, so as to facilitate their English learning. For example, by comparing and enjoying the plays *Romeo and Juliet* and *Liang Shanbo and Zhu Yingtai*, students will find them rich in language knowledge and culture. There are great differences in the portrayal of characters in these two plays. Compared with *Romeo and Juliet*'s distinct and independent personality, Liang and Zhu's personality is greatly attached to feudal patriarchal system. In addition, cross-cultural learning can be acquired by linking with the historical background of the time. Cross-cultural learning based on the differences between Chinese and Western cultures in exploratory practice activities can effectively enrich students' language expression and improve their cultural literacy ^[12].

4.4. Optimizing teaching evaluation

The reform and innovation of college English teaching evaluation mechanism from the perspective of cross-cultural communication aims to guide students to cultivate their language sensitivity and cultural literacy in English learning. It is an inevitable choice to train international talents with the tide of globalization, and it is of great help to promote students' academic and career development ^[13].

On the one hand, college English teachers should encourage students' self-reflection. To strengthen the reflection and internalization of cross-cultural learning results and learning experiences, students can enhance the internalization efficiency of knowledge in the process of reflection. Specifically, students can reflect and improve themselves by writing diaries, giving speeches, reporting, and other forms. On the other hand, college English teachers need to establish and improve the cross-cultural evaluation and feedback mechanism, which is an important guarantee to promote the sustainable development of education and teaching. First of all, English teachers should develop clear evaluation indicators to effectively evaluate the actual effects of intercultural communication teaching by assessing students' language competence, intercultural communication competence, emotional attitude, and values ^[14]. Secondly, appropriate assessment tools should be selected based on specific assessment indicators to objectively test the development of students' abilities in various aspects. For example, various forms of examinations are used to test students' language ability and allow them to objectively explain the language differences in different cultural backgrounds. In classroom teaching, English teachers can carry out case-based teaching and interactive teaching methods to conduct process and formative evaluation on students' intercultural communication ability, so as to comprehensively understand students' understanding of different cultures and effectively evaluate their interaction and communication ability. Emotional attitudes and values are difficult to be quantitatively evaluated with specific data. Therefore, English teachers can design and issue questionnaires to comprehensively evaluate students' emotional attitudes and values generated in the process of cross-cultural communication, so as to effectively measure whether they have formed correct cultural values in the course of learning. Finally, teachers should attach importance to providing students with timely, effective, and constructive teaching feedback, so that they can clearly understand their own advantages and make targeted adjustments based on their existing problems. The optimization and innovation of the traditional teaching evaluation system from the above aspects can enable students to have an invaluable cross-cultural learning experience and thus lay a solid foundation for cultivating international talents ^[15].

5. Conclusion

To sum up, it is of great practical significance to actively promote the innovation and reform of college

English teaching from the perspective of intercultural communication. In this regard, colleges and universities should take the cultivation of international talents as the orientation and the boost of college students' full employment and entrepreneurship as the orientation, and create favorable conditions for the improvement of college students' cross-cultural communication ability by reshaping educational concepts, integrating teaching resources, attaching importance to practical exploration, and optimizing teaching evaluation.

Disclosure statement

The author declares no conflict of interest.

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